Texas Education Agency
Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal Information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact Information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1		
Conroe ISD		3205 West Davis		

Mailing address line 2	City	State	ZIP Code
	Conroe	TX	77304-2098

County-District #	Campus number and name	ESC Region #	US Congressional District #	DUNS #
170902		VI	170902	040335119

Primary Contact

First name	M.I.	Last name	Title
Dr. Pam		Zoda	Director Fed. Programs/Grants
Telephone #	Email address		FAX #
936-709-7746	pzoda@conroeisd.net		936-709-7948

Secondary Contact

First name	M.I.	Last name	Title
Dr. Chris		Hines	Deputy Superintendent
Telephone #	Email address		FAX #
936-709-7727	chines@conroeisd.net		936-709-7961

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dr. Don		Stockton	Superintendent
Telephone #	Email address		FAX #
936-709-7701	dstockton@conroeisd.net		936-760-7704
Signature (blue ink preferred)			Date signed

01/21/2014

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)	
County-district number or vendor ID:	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☐	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 170902	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 170902	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 170902	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 170902		Amendment # (for amendments only):	
Part 4: Amendment Justification			
Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 170902	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Conroe Independent School District (CISD) acknowledges that it is timely to invest in our greatest resource: **teachers**. We must focus time, funding, and energy on accelerating the learning of teachers, providing support for teachers to meet the needs of at-risk students, and keeping quality teachers once they have been trained. According to the Texas Academic Performance Report, CISD teachers currently have 7.8 years of experience in the district while the state reports 8.0 years of experience in their current district. This difference is not because CISD has a higher turnover rate (CISD turnover rate was 11.9 while the state turnover rate was 15.3). The lower average years of teaching experience noted is due to the rapid and continued student growth in the district and the need to fill so many positions each school year. If fact, the average years teaching experience is 11.9 in CISD while the state average is 11.5 years teaching experience. CISD recognizes that we will continue to add 300-500 teachers each year. Over a 3 year span, CISD will add approximately 1,500 teachers who will need support and training specifically designed to meet the needs of these new and new to CISD teachers.

CISD encompasses 348 square miles with 58 campuses. There are 30 elementary schools, 9 intermediate schools, 7 junior high schools, 2 academies and an alternative discipline program. CISD has 3,700 professional teaching staff. CISD is continuing to develop systems to train and support the continuous new staff. Our goal is to develop a strong mentoring program to support the new and novice teachers. We believe we need to develop a strong relationship with the new and novice teachers to encourage retention and self-confidence in the classroom.

The Educator Excellence Innovation Program (EEIP) Committee selected 8 campuses which represent demographics across the district. Taking into consideration that CISD is interested in the goal of replicating this program district wide, the EEIP Committee was careful to select campuses that represent similar campuses throughout CISD.

EEIP Selected Campuses	Grade Span	Total Students	Eco Dis	LEP
1. Collins Intermediate	Grades 5-6	611	2.45%	0.49%
2. Cox Intermediate	Grades 5-6	964	11.62%	0.93%
3. Grangerland Intermediate	Grades 5-6	1,015	34.29%	5.81%
4. Travis Intermediate	Grades 5-6	539	43.41%	11.13%
5. Knox Junior High	Grades 7-8	1,277	8.85%	2.19%
6. Moorhead Junior High	Grades 7-8	1,075	30.79%	3.53%
7. Peet Junior High	Grades 7-8	1,213	26.13%	2.47%
8. York Junior High	Grades 7-8	915	10.05%	0.55%
EEIP Campuses (8) Total	All EEIP Grades 5-7	7,609	20.95%	3.39%
Conroe ISD (58) Campuses	All CISD Campuses	55,075	36.00%	12.00%

The grade spans selected include intermediates and junior high campuses as a target for this instructional and teacher support due to the lack of adequate funding available at the middle schools. There has also been a documented difficulty of recruiting and retaining teachers at the middle level compared to elementary or high schools due to the unique student population. The middle school has been a proven link to preventing students from dropping out; therefore, CISD recognizes the importance of having a high quality teacher in the classroom who is surrounded by a support system which allows that teacher to grow.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 170902	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Goals of Conroe ISD EEIP
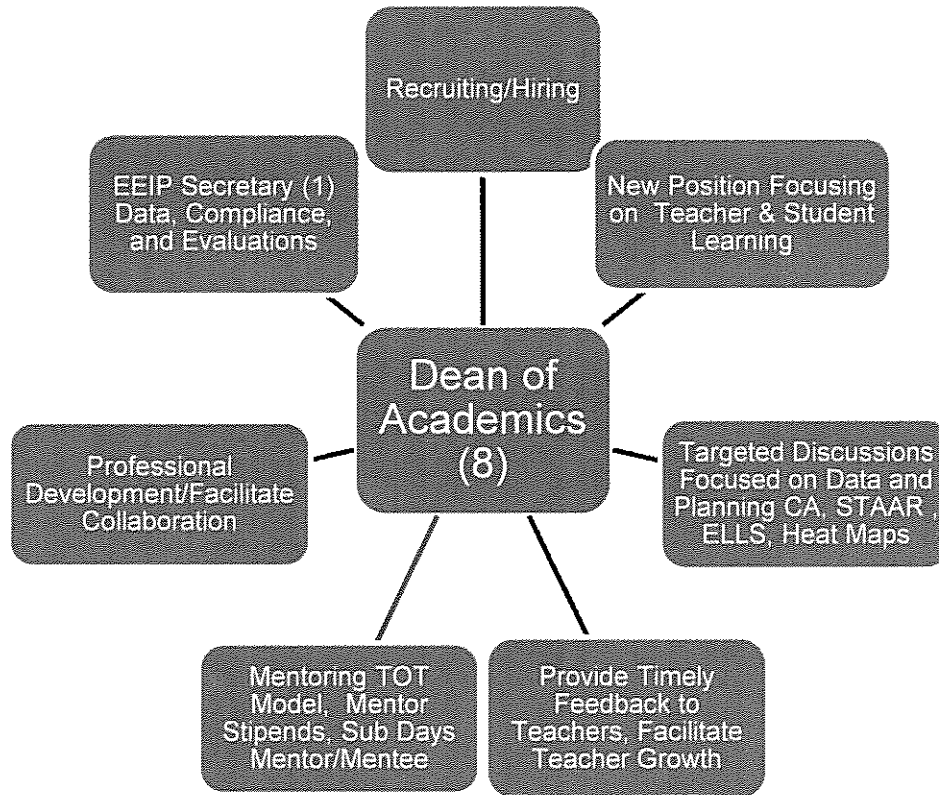
CISD's EEIP has several goals: Develop and support an active mentoring program that supports our current new and novice teacher Induction program, provide mentors and campus staff with staff development which facilitates collaboration, develop an EEIP secretary who will track program goals and data, create a position which will assist in recruiting and hiring the highest quality candidates to develop strong school communities, develop a new position that focuses Intentionally on teacher and student learning, enhance a climate focused on deep discussions about data, and a non-threatening support who will conduct walkthroughs and evaluations with the sole intent to support teacher growth and build capacity among the faculty. The EEIP offers CISD the opportunity to expand leadership opportunities to teachers who have years of experience in best practices and are ready to build capacity in others for the betterment of the campus as a whole.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 170902   Amendment # (for amendments only): _____

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Project period: April 1, 2014, through August 31, 2016   Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$709,230	$31,250	$740,480	$723,888	$32,500	$756,388
Schedule #8	Professional and Contracted Services (6200)	6200	$0	$0	$0	$0	$0	$0
Schedule #9	Supplies and Materials (6300)	6300	$31,115	$3,475	$34,590	$20,400	$442	$20,842
Schedule #10	Other Operating Costs (6400)	6400	$4,400	$0	$4,400	$2,240	$0	$2,240
Schedule #11	Capital Outlay (6600/15XX)	6600/15XX	$0	$0	$0	$0	$0	$0
	Total direct costs:		$744,745	$34,725	$779,470	$746,528	$32,942	$779,470
	Percentage% indirect costs (see note):		N/A	$11,692	$11,692	N/A	$11,692	$11,692
	Grand total of budgeted costs (add all entries in each column):		$744,745	$46,417	$791,162	$746,528	$44,634	$791,162

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	$773,288	$773,288
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$77,328	$77,328

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

Texas Education Agency
Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 170902			Amendment # (for amendments only):		
Employee Position Title		**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Year 1**	**Year 2**
Academic/Instructional					
1	Teacher			$	$
2	Educational aide			$	$
3	Tutor			$	$
Program Management and Administration					
4	Project director			$	$
5	Project coordinator			$	$
6	Teacher facilitator	8		$536,000	$551,600
7	Teacher supervisor			$	$
8	Secretary/administrative assistant	1		$25,000	$26,000
9	Data entry clerk			$	$
10	Grant accountant/bookkeeper			$	$
11	Evaluator/evaluation specialist			$	$
Auxiliary					
12	Counselor			$	$
13	Social worker			$	$
14	Community liaison/parent coordinator			$	$
Other Employee Positions					
15	Title			$	$
16	Title			$	$
17	Title			$	$
18		Subtotal employee costs:			$561,000	$577,600
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay		$19,000	$19,000
20	6119	Professional staff extra-duty pay (includes stipends for mentors)		$54,750	$54,000
21	6121	Support staff extra-duty pay		$0	$0
22	6140	Employee benefits		$105,730	$105,788
23	61XX	Tuition remission (IHEs only)		$0	$0
24		Subtotal substitute, extra-duty, benefits costs		$179,480	$178,788
25		**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**		$740,480	$756,388

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 170902	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		☐	$	$
2		☐	$	$
3		☐	$	$
4		☐	$	$
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$	$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
	Describe topic/purpose/service:		

	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 170902	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
2	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
3	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
4	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
5	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 170902		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)			

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
6	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
7	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
8	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$	$
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**		$	$
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**		$	$
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**		$	$
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**		$	$
	(Sum of lines a, b, c, and d) Grand total		$	$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 170902	Amendment number (for amendments only):

Expense Item Description

		Technology Hardware—Not Capitalized					
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
6399	1	computer, monitor, printer	Mentor training/tracking, data prep, print reports, etc.	9	$908	$24,176	$12,000
	2	projectors	Staff development	8	$419		
	3	iPads	Evaluation tracking, staff dev., data input, mentor/mentee collaboration (check out)	32	$500		
	4	laptops	Staff dev., data meetings, mentor/mentee meetings	8	$850		
	5			0	$0		
6399	Technology software—Not capitalized					$675	$1,200
6399	Supplies and materials associated with advisory council or committee					$0	$0
	Subtotal supplies and materials requiring specific approval:					$24,851	$13,200
	Remaining 6300—Supplies and materials that do not require specific approval:					$9,739	$7,642
	Grand total:					**$34,590**	$20,842

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 170902	Amendment number (for amendments only):	

Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	$	$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	$	$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	$	$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	$	$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	$	$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		$	$
Remaining 6400—Other operating costs that do not require specific approval:		$4,400	$2,240
Grand total:		$4,400	$2,240

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
**Schedule #11—Capital Outlay (6600/15XX)**				
	County-District Number or Vendor ID: 170902		Amendment number (for amendments only):		
**15XX is only for use by charter schools sponsored by a nonprofit organization.**				

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
**6669/15XX—Library Books and Media (capitalized and controlled by library)**				
1		N/A	N/A	$	$
**66XX/15XX—Technology hardware, capitalized**				
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
**66XX/15XX—Technology software, capitalized**				
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
**66XX/15XX—Equipment, furniture, or vehicles**				
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
**66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life**				
29				$	$
**Grand total:**				**$**	**$**

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 170902	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			7,609	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	502	7%	Attendance rate	96.1%
Hispanic	2718	36%	Annual dropout rate (Gr 9-12)	N/A%
White	3937	52%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A %
Asian	196	3%	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A %
Economically disadvantaged	1562	21%	Students taking the ACT and/or SAT	N/A %
Limited English proficient (LEP)	232	3%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	3408	%	Average ACT score (number value, not a percentage)	N/A

Comments

Attendance rate and disciplinary placements are not reported in the Fall Submission; therefore, these numbers are reflective of a summer submission which encompasses the entire school year. Dropout, TAKS, ACT/SAT Information is not available.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	44	9%	No degree	0	0%
Hispanic	30	6%	Bachelor's degree	359	71%
White	454	90%	Master's degree	142	28%
Asian	8	2%	Doctorate	3	1%
1-5 years exp.	167	33%	Avg. salary, 1-5 years exp.	47,966	N/A
6-10 years exp.	129	26%	Avg. salary, 6-10 years exp.	49,554	N/A
11-20 years exp.	127	25%	Avg. salary, 11-20 years exp.	52,026	N/A
Over 20 years exp.	81	16%	Avg. salary, over 20 years exp.	59,878	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)														
County-district number or vendor ID: 170902							Amendment # (for amendments only):							

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	0	0	0	0	1,619	1,511	2,333	2,248	0	0	0	0	7,611
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	0	0	0	0	0	1,619	1,511	2,333	2,248	0	0	0	0	7,611

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	0	0	0	0	102	94	154	154	0	0	0	0	504
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	0	0	0	0	0	102	94	154	154	0	0	0	0	504

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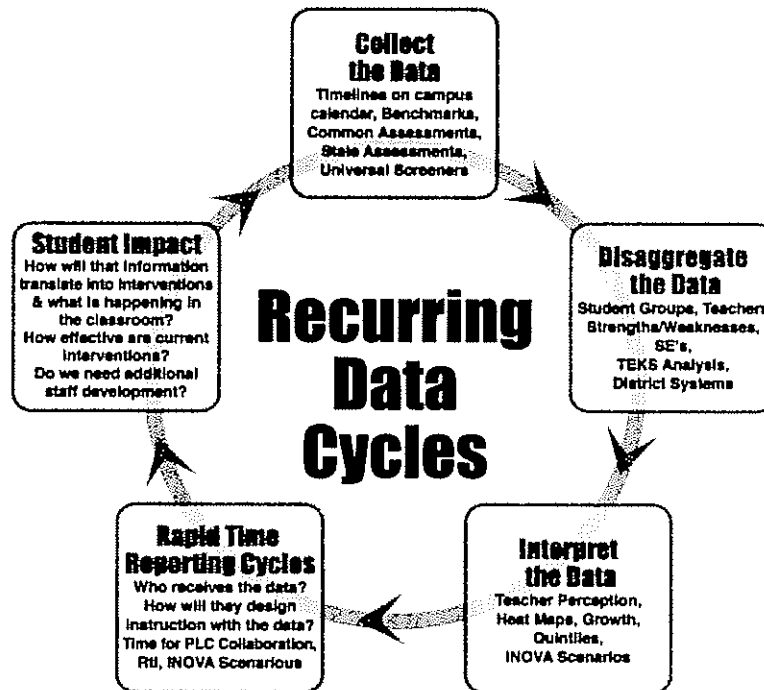| Schedule #13—Needs Assessment	
County-district number or vendor ID: 170902	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs assessments in CISD are an on-going process. The cycle begins with collecting data, disaggregating the data, interpreting the data, and adjusting actions as a result of the data. There are many different perspectives which are analyzed including district perspectives (How did CISD compare to other districts like us?), campus perspectives (How did our campus compare to other CISD schools? How did we compare to other schools across the state?), teacher perspectives (How did this 3rd grade teacher compare to that 3rd grade teacher?), and student perspective (How did this student compare to that student?). Data is collection is both formative such as a weekly quiz in a math class and summative such as a math STAAR test in 8th grade.

CISD analyzes assessments from STAAR, STAAR-EOC, benchmarks, and common assessments. Data sources include Eduphoria, INOVA Plus, View-It, grades, attendance, DRA, TQRF, QPS, PAPI. After identifying the data sources to explore, a data analysis occurs within PLCs looking at Heat Maps, item analysis, and quintiles. The curriculum connections are closely monitored and adjusted to ensure improved performance.

Training is provided to all CISD teachers regarding the data sources and data analysis tools available. It is important that all teachers understand the purpose of the data and how to understand the data. This understanding provides all teachers the opportunity to actively participate in deep discussions within PLCs to share ideas, work together and improve the overall school community. Like the data cycles that are continuous, teacher learners are continuously learning and growing through experiences. It is the goal of CISD to facilitate this collaboration to improve teacher and student performance.

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Schedule #13—Needs Assessment (cont.)		
County-district number or vendor ID: 170902		Amendment # (for amendments only):
Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	**Identified Need**	**How Implemented Grant Program Would Address**
1.	Intentionally Impact School Improvement	CISD's EEIP will specifically target each campus with support to strengthen campus instructional strategies with a clear focus for improving both adult and student learning by focusing on specific student expectations in which various forms of data shows needed improvement.
2.	Implement and Sustain a Quality Mentoring Program	CISD has attempted implementing a mentoring program for the past 3 years; however, the process has not been formalized. CISD relied on each campus to individually meet the needs of mentors and mentees with limited training, support, funding, and resources. Providing a secretary to track progress, provide contacts to mentors/mentees who need additional assistance, and develop reports to track data will provide formative evaluations throughout the grant cycle.
3.	Best Practices which Support the School	CISD will target each campus selected with targeted staff development, resources, and expertise to address areas of need in student achievement and teacher learning. CISD EEIP's goal is to provide the needed support so that the campus needs are interconnected with the district resources available.
4.	Develop Strategies that Target and Support the School Organization	CISD will train the Deans of Academics so they become Trainer of Trainers for all mentors on each selected campus. This additional staff development support will align district and campus initiatives to better support teachers.
5.	Systems to Impact Retention	Systems which are created to collect mentor/mentee data and needs will provide CISD the opportunity to provide interventions quickly to struggling teachers, develop clear roles and responsibilities for both mentor and mentee teachers, and track teacher learning progress during the instructional year.

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Schedule #14—Management Plan

County-district number or vendor ID: 170902	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Dean of Academics	Provide real time staff development, building capacity, and seeking resources to intentionally impact school improvement. Coordinate, monitor, develop, and evaluate the campus teacher mentoring and teacher induction programs so that teachers new to the profession and/or CISD are able to perform at the highest level as quickly as possible. Recruit and retain the highest quality staff. Provide timely feedback and evaluations to staff which impacts teacher learning growth. Develop leadership opportunities for campus staff to build leadership capacity.
2.	EEIP Secretary	Develop tracking procedures for each campus, develop reports regarding campus progress, collect performance measures and campus data, communicate with campuses and district concerning needed resources, track budgets under the supervision of the Compliance Director, order materials for staff development, set up staff development, and provide certificate of completion to staff development attendees.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Select Dean of Academics to target school improvement	1.	Post Dean of Academic position	04/01/2014	04/15/2014
		2.	Interview Deans of Academics candidates	04/21/2014	04/24/2014
		3.	Hire and train Deans of Academics in Tier I Best Practices	06/01/2014	07/31/2014
		4.		XX/XX/XXXX	XX/XX/XXXX
2.	Select EEIP Secretary	1.	Post EEIP Secretary Position	04/01/2014	05/01/2014
		2.	Interview Secretary	05/05/2014	05/09/2014
		3.	Hire and train secretary including data tools, reports	05/19/2014	06/02/2014
		4.	Ongoing monitoring and support to meet grant goals	06/02/2014	08/01/2015
		5.		XX/XX/XXXX	XX/XX/XXXX
3.	Develop a Mentoring Program	1.	Novice Teacher Academy communicates with Deans of Academics	08/01/2014	08/15/2014
		2.	Deans of Academics plan and implement staff develop on their respective campuses	08/15/2014	09/03/2014
		3.	Deans of Academics oversee mentor/mentee pairing and activities	08/15/2014	08/01/2016
		4.	Ongoing monitoring and revision to meet the needs of the mentors and novice teachers	06/02/2014	08/01/2015
		5.		XX/XX/XXXX	XX/XX/XXXX
4.	Recruit and Hire	1.	Deans of Academics work in conjunction with campus administration to recruit most qualified candidates	04/01/2015	05/01/2015
		2.	Deans of Academics are active participates in the selection of high quality candidates	04/01/2015	05/01/2015
		3.	Deans of Academics provide support to new teachers	08/15/2015	09/03/2015
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 170902	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Feedback continues throughout the academic year. Surveys are currently conducted of new teachers 0-2 who participate in our district's Novice Teacher Academy staff development. Round table discussions are planned and conducted regarding topics which appeal to Novice Teachers. All New Teachers new to the district (including teachers who are new but have teaching experience in other districts) participate in an Introduction to CISD. This staff development outlines working culture, vocabulary, and procedures unique to CISD. All new teachers participate in a survey at the end of their first year in CISD. The Curriculum and Instruction department compiles the feedback from the new teachers and shares the information gathered with the Assistant Superintendents. This feedback is used to determine if changes need to occur for the following year regarding topics offered, length of sessions, and delivery options for sessions.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD has a strong induction program for New and Novice Teachers which provides a firm foundation of Tier I Best Practices and the CISD Instructional Model. Our goal is to build on this induction program with a mentoring component which provides support for the mentor through mentor training, the development of responsibilities for both the mentor and mentee, as well as, provide a connection to district resources to provide instructional assistance as identified by the mentor and/or the Dean of Academics. With a more formalized mentoring approach, we are seeking to develop systems within the campus which encourage new and novice teachers to feel comfortable as they grow. As a growing district, CISD will continue to add new teaching positions each year; therefore, we want to strengthen our system to provide teachers with a strong knowledge base, timely feedback, and supportive operations to encourage stronger teacher focus.

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Schedule #15—Project Evaluation		
County-district number or vendor ID: 170902		Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Increased number of promotion and expanding leadership opportunities	1.	Number of new positions created to focus on school improvement
		2.	Number of teachers retained on campus serving in new career pathway
		3.	Increase in teacher and student learning documented through heat maps
2.	Recruitment and Retention #s	1.	Increase in retention rate for new teachers (0-2 years experience)
		2.	Increase in the percentage of positions filled
		3.	Documented resignation surveys including reason for leaving
3.	Participation in Mentoring Program by Mentors and Mentees	1.	Documented activities submitted
		2.	Number of new teachers assigned a mentor
		3.	Participation in mentor training and release time
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD has a multitude of data management systems at the fingertips of teachers and administrators. Our Dashboard system provides consolidated student data from various sources bringing together elements such as grades, attendance, discipline referrals, demographics, common assessment scores and state assessment scores. The data systems provide a profile of each student and their history as updated every 24 hours. It also provides information from universal screeners used to identify areas of need, gifted and talented identification screeners, and content related inventories. Heat maps created by and for each school through this process include data aggregated to the campus level about performance on specific student expectations. This data also gives us leading and lagging indicators which allows school staff to target interventions to students who have demonstrated weakness by addressing specific needs. Deans of Academics will be actively involved in analyzing real time data as it occurs and developing staff development, aligning resources, and seeking out expertise to any identified areas of need.

The EEIP secretary will be provided staff development regarding the multitude of tracking tools so that EEIP goals are addressed throughout the grant cycle. The secretary will be able to track the pairing of mentors and mentees, the number of mentor activities documented and submitted, documented progress noted in the teacher and learning growth as evidenced by increases in heat maps, and the increased percentages of retention of new teachers. All of the data will be reviewed by the Director of Federal Programs and Grants as well as the Curriculum and Instruction to ensure that CISD has allocated the needed to resources to support the EEIP goals.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 170902	Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

CISD has a strong induction program for New and Novice Teachers which provides a firm foundation of Tier I Best Practices and the CISD Instructional Model. This training occurs the week prior to all teaching staff reporting. Novice Teachers (teachers with no teaching experience) report the first day as to participate in staff development specifically targeted to the needs of a new teacher. Sessions include classroom management, how to integrate technology tools in the classroom, district overview information, data management tools overview, and panel discussions regarding professional etiquette.

Introduction to Conroe ISD occurs the next 2 days with teachers new to the district (including the Novice Teachers). Teachers are able to select from content area sessions and curriculum scope and sequence overviews applicable to their new position, Tier I Best Practices, and tips for communicating with parents.

Our goal is to build on our strong induction program with a mentoring component which provides support for the mentor through mentor training, the development of responsibilities for both the mentor and mentee, as well as, provide a connection to district resources to provide instructional assistance as identified by the mentor and/or the Dean of Academics. Currently, the campuses informally assign mentors to new teachers and the campus supports any needs of the new teachers. Our EEIP goal is to maximize the efforts of the mentors by supporting these teachers who are willing to support the new teachers with a stipend for their increased additional responsibilities ($2,000 per mentor). Release time will also be provided so that the mentor and mentee can observe other classrooms together and have time to discuss those observations, plan lessons and collect resources, and provide opportunities for the mentor to observe the mentee within the classroom.

The Dean of Academics will be responsible for training the mentors in the areas of instructional coaching, collecting data, setting up observations and developing mentor activities. Because the Dean of Academics is an integral part of the campus culture, the relationship developed between the Dean and the mentors will facilitate the integration of the mentoring program into the campus culture instead of a disjointed add-on activity.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 170902	Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

CISD utilizes the Professional Development and Appraisal System (PDAS), which is a State approved instrument. The goal of the PDAS system is to improve student performance through the professional development of teachers. PDAS characteristics include learner centered instruction, alignment of instruction and assessment, high standards of proficiency, teacher growth and teacher improvement, and collaboration. All teachers are appraised annually, unless they qualify for a less-than-annual appraisal. To qualify for a less-than-annual appraisal, a teacher must be on a term contract, have earned a rating of "exceeds expectations" in four of the first five domains on the PDAS for the two most recent evaluations, and have earned a rating of at least "proficient" in every other domain for the two most recent evaluations. A teacher who qualifies for a less-than-annual appraisal must be scheduled for a completed PDAS every other year.

The PDAS process includes a teacher orientation, the Teacher Self-Report (TSR), formal classroom observations (at least one 45-minute observation, scheduled within a two week window), walkthrough evaluations, student performance as seen in the Campus Performance Rating and Annual Yearly Progress (AYP), and the summative annual report/conference. Appraisers observe teachers informally by conducting frequent walkthrough evaluations, in addition to the formal, 45-minute observation. These walkthroughs document the implementation of the CISD instructional model, denoting any Tier I Best Practices observed during the instructional activity. Walkthrough evaluations are completed on standard forms developed by CISD.

All appraisers must be certified, qualified, and approved by the CISD School Board. The four performance levels under PDAS (exceeds expectations, proficient, below expectations, and unsatisfactory) are defined in terms of the impact on student learning. "Proficient" is considered a high standard of performance. Teaching behaviors that result in considerable, positive impact on student learning and which are demonstrated a high percentage of the time and with a high percentage of students (80-89%) is "proficient." When determining performance levels, the appraiser first identifies evidence related to the critical attributes of the criteria, as specified in the PDAS Appraisal Framework and the Observation Summary. Next, the appraiser views the evidence in light of quality and quantity. Quality focuses on the "Strength, Impact, Variety, and Alignment (SIVA) of the teaching behavior and how it relates to student success. Quantity relates to the frequency and number of students for which the teaching behavior results in student learning. The appraiser may refer to the PDAS Appraisal Framework, Scoring Framework, Performance Level Standards (SIVA), and the Scoring Criteria Guide for guidance.

A written summary of observations, including the formal observation and all walkthrough evaluations, are provided to teachers within ten working days, with a pre- and post-observation conference conducted at the request of the teacher or administrator. Teachers have the right to request a second appraiser by way of the published CISD evaluation process. All documentation associated with the PDAS are inputted into Eduphoria, a web based suite of applications for schools, which includes staff development registration and tracking systems, online form development, and analyses tools. Administrators use these data to target staff development and staff support.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 170902	Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The PDAS process is conducted under strict timelines and consists of the following steps:

- Teacher Orientation – Conducted by a CISD administrator who has been trained through a state approved program associated with the Educational Service Center for Region XIII. In subsequent years, all teachers must complete the PDAS refresher. Must be completed before the third week of instruction.

- Teacher Self Report (TSR) – Gives the teacher an opportunity to have input into their appraisal process, serves as a platform to align instruction, and is a reflective tool. The TSR, Part I is completed by teachers and submitted to appraisers no later than three weeks after orientation and pertains to what curricular areas the teacher plans to address during the school year. TSR, Parts II and III are completed by teachers submitted to appraisers at least two weeks prior to the summative annual conference. They require a more detailed self-assessment regarding what type of professional development the teacher participated in throughout the school year, how they provided interventions to students who were struggling with attendance and/or academics, and what type of support he/she feels is needed to be successful for the next school year. The TSR is completed using a state approved form developed by Region XIII.

- Formal Classroom Observation – Lasts at least 45 minutes and is conducted during a two week window, assigned to the teacher by the administrator. The appraiser uses the state approved PDAS form, provided by Region XIII.

- Walkthroughs – Can take place at any time during the year and may be any length the appraiser feels is necessary. Appraisers use locally developed rubrics which address the CISD instructional models and best practices techniques.

- Written summary of each observation provided to the teacher within ten working days after the completion of the observation, including walkthroughs, with a pre- and post-observation conference conducted at the request of the teacher or certified appraiser.

- Student Performance – Required by state law to be included in each teacher's appraisal and involves the use of assessment procedures and activities that continually assess the extent to which each of the student learning objectives were met. Student Performance is addressed in Domain VIII of the PDAS, and in addition to the shared score on the overall campus performance rating, specifically evaluates teacher efforts to do the following:
  - plan, analyze, and deliver instruction that are aligned with appropriate academic skills objectives addressed within the teacher's particular assignment;
  - monitor student attendance and to be proactive in intervening with regard to students who experience attendance problems; and
  - identify and intervene appropriately with students in at-risk situations.

- Summative Annual Report/Conference – Report provided to the teacher in writing at least five working days before the summative annual conference and no later than 15 working days before the last day of instruction on the state approved PDAS form developed through Region XIII, and the conference, held no later than 15 working days prior to the last day of instruction, focuses on the written summative report and related data sources. A teacher is guaranteed a summative annual conference unless he/she waives the conference requirement in writing.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 170902	Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The PDAS system addresses eight domains on which teachers are evaluated:

1. Domain I – Active, successful student participation in the learning process (includes five specific criteria);
2. Domain II – Learner-centered instruction (includes nine specific criteria);
3. Domain III – Evaluation and feedback on student progress (includes six specific criteria);
4. Domain IV – Management of student discipline, instructional strategies, time, and materials (includes eight specific criteria);
5. Domain V – Professional communication (includes six specific criteria);
6. Domain VI – Professional development (includes four specific criteria);
7. Domain VII – Compliance with policies, operating procedures, and requirements (includes three specific criteria); and
8. Domain VIII – Improvement of academic performance of all students on the campus.

Each domain is scored independently, so there is no cumulative score.

Release time (2 full days which can be broken into smaller chunks) will be provided for mentors and mentees to meet, observe other teachers, and collaborate. As part of the mentor training, campuses will attempt to the extent possible to assign mentors to mentees in the same curricular area to better facilitate pedagogical discussions, curricular planning, and curricular focus.

PLCs are processes involved throughout CISD. These focus discussions provide opportunities for high levels of discussions, collaboration, and sharing of experience with a targeted goal. The Deans of Academics will be an active member of the PLCs as well as new teachers and mentors. This common language and perspective will provide opportunities for new teachers to seek out expertise within these active dialogues.

CISD is in the process of selecting and implementing a new LMS (Learning Management System). The LMS will be utilized for staff as well as students and allows for asynchronous collaboration by groups within a school and across the district.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 170902	Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

CISD's curriculum, instruction, and staff development are developed, adjusted, and aligned on an ongoing basis to address CISD's student achievement needs, as evaluated in data reflective of student performance on statewide and locally developed assessments. In addition to staff development directed at district-wide initiatives and various content areas and special programs, professionals from the Curriculum, Instruction, & Staff Development Department (C&I) provide high school feeder zone based, as well as individual campus based, staff development focused on the needs determined by the campus administration in their Campus Improvement Plans (CIP) and student achievement data. Each year, campus administrators, in conjunction with the campus Site Based Decision Making Committee for each school, develop a CIP. CISD's School Board approves each CIP after ensuring that the plan addresses all elements required. Parents of students at each campus are included in the development of such plans and in the process for campus review and improvement of student academic achievement and campus performance. The process is mirrored at the district-level. All campus and district improvement plans address the goal to employ, develop, and retain highly qualified staff to maximize learning for all students. Campus administrators and campus Site Based Decision Making Committees work together to evaluate student assessment data, as well as overall staff performance on PDAS and determine areas of strength and areas of need. Based on those determinations, campus administrators work closely with C&I to develop staff development to address the needs of each individual campus.

C&I prepares CISD's administrative staff and teachers for the instructional depth and rigor necessitated by the state assessment. C&I emphasizes the following components during staff development:
- Rigor: Raising Performance (TEKS Analysis Process, Ongoing Assessments);
- CISD Instructional Model;
- Tiered Assessment, Anchor Stations, Flexible Groups;
- Meeting the Needs of Diverse Learners (Special Education, ELLs, GT, RtI, Dyslexia, 504, etc.); and
- Technology Integration.

Additionally, follow-up trainings are provided throughout the year through content area cadre meetings.

Each summer, C&I engages in curriculum revisions based on any changes in state TEKS/curriculum and on a review of district/campus assessment data. C&I coordinators develop teams of master teacher curriculum writers that are trained by the core coordinators and district instructional coaches. The process is also facilitated and monitored by the C&I staff.

All documents associated with appraisals are created or attached in Eduphoria. Eduphoria provides campus administrators with the ability to run reports and determine mean and median scores for the campus as a whole on PDAS domains and/or specific criteria. From these reports, administrators can glean which areas of instruction would benefit from additional staff development so that the end result is increased student development and performance. Also in Eduphoria, teachers have the ability to search and register for a wide array of staff development opportunities offered through CISD. Administrators are able to view their teachers' staff development portfolios, which assists administrators in determining what additional staff development may be necessary. Typically, CISD offers a minimum of 30 staff development opportunities every month during the school year, as well as throughout the summer months.

A teacher whose PDAS observation or PDAS summative scores are unsatisfactory in one or more domains or below expectations in two or more domains is designated as a "teacher in need of assistance." In such cases, the administrator and the teacher collaboratively develop an intervention plan, to include staff development opportunities to develop the teacher's areas of weakness. Likewise, if an administrator determines after walkthrough evaluations that a teacher has the potential to have such scores, the administrator and teacher will collaboratively develop a growth plan, which also includes staff development opportunities. A growth plan may be implemented at any time at the campus administrator's discretion; however, the implementation of a Teacher in Need of Assistance plan is mandatory following qualifying scores on a PDAS observation or PDAS summative.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 170902	Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The Conroe Independent School District contracts with the Texas Association of School Boards (TASB) in providing a compensation plan based on market supply and shortage needs. The structure of the pay plan is as follows: job classification structures, job market analysis, pay structures with employee placement, and pay system administration guidelines. Each year, the District reviews and the Superintendent recommends to the Board of Trustees the compensation for all employees based on these analyses and local needs.

Job Classification Structures are recommended for each pay group in the District. Pay groups include exempt and non-exempt positions consisting of administrative, professional, paraprofessional, and auxiliary personnel. Classroom teachers, librarians, and nurses have a unique market-based salary schedule with placement based on the Commissioner's Rules for Creditable Service and local objectives. Job classification is based on an objective analysis of each unique position's internal and external value.

Job Market Analysis is analyzed per each pay group to determine competitive strengths and weaknesses. Job market data for benchmark positions is used to recommend competitive pay range structures and priorities for corrective pay adjustments if needed.

Pay Structures with Employee Placement are designed for each employee group to control internal and external equity in the District.

Pay System Administration Guidelines are used to place new hires into the system, determine pay adjustments for promotions, review job classifications, and maintain the pay structure.

Job descriptions for each position in the District outline pay plan, skills required certifications, degrees, licensures, and duties and responsibilities. It has been a goal of the District to increase all pay to attract and retain the most highly qualified personnel. Teacher stipends are provided for Master and Doctorate degrees, as well as specific shortage areas such as Bilingual.

The Dean of Academics position(s) would be created in the compensation plan in the Administrative - Education pay structure, pay grade 3 level. The Administrative –Education pay structure includes professional, exempt positions of degreed support personnel such as counselors, district-support teachers, diagnosticians, and district specialists. It would be a 202 day position which extends beyond the 187 day teacher contract. The 15 additional days would enable the Dean of Academics to provide continued support during the summer months in content areas for individual academic student performance levels. This extended work schedule would allow the Dean of Academics to provide mentoring support for existing teachers as well as onboarding process for new teachers. This rate of pay at the pay grade 3 level is higher than the teacher pay plan and one level below the pay grade for an assistant principal.

The position requires certification as a Professional Development and Appraisal System (PDAS) appraiser and Instructional Leadership Development (ILD). With these certifications, the Dean of Academics as a certified appraiser would be instrumental in the continued growth of teachers and support of their daily instruction to assure that the students in CISD receive the best education possible. The domains in PDAS link to student performance. The position allows this certified professional to observe and intervene in support of good teaching practices for the CISD curriculum.

The salary for this 202 day position ranges from $56,905 to $85,356 based on years of experience as a teacher. This salary is not inclusive of any Board raises for the 2014-2015 school year. The job description for the Dean of Academics outlines basic duties and responsibilities aligned to improving student performance, teacher growth, and mentoring.

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Schedule #16—Responses to Statutory Requirements

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Statutory Requirement 7: <u>Preferred</u> - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Conroe ISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

<u>Early Hiring Practices:</u>

• Membership to professional Human Resources organizations, including AASPA, TASPA, TASB, TASPO, and GCASPA, to develop continuously CISD HR personnel knowledge and skills, particularly in the area recruitment and retention of highly qualified staff.

• Offer Future Educators Association at the high school level to promote student interest in the field of education. Recruiting CISD students into the field of teaching strengthens the applicant pool and assists with retention.

• In conjunction with Sam Houston State University, University of Houston, and Lone Star College, provide informational sessions for CISD paraprofessionals who are interested in obtaining their teaching certification, which ensures an experienced candidate pool and assists with teacher retention.

• Offer scholarships each semester for CISD instructional paraprofessionals who are enrolled in educator preparation courses and obtaining certification in shortage areas.

• Offer visits to college and university campuses to speak with pre-service teachers, particularly those in high needs areas (secondary math, secondary science, foreign languages, special education, and bilingual [Spanish] education) about obtaining a teaching position and the benefits of living and working in CISD.

• Maintain database on student teachers' placements in CISD, and develop an evaluation for recruiting purposes. Database and evaluation feedback are available to principals via an electronic conference folder. Pre-service teachers who student teach in CISD complete their certification having been trained in CISD best practices and instructional models, and the principals have had a semester to evaluate their effectiveness in the classroom.

• Provide Sam Houston State University field level experience placements in all areas of CISD.

• Host a fall and spring Student Teacher Reception to encourage employment in CISD and to provide guidance as to how to get the most valuable experiences during the student teaching semester.

• Utilize university and regional service center data to assist in identification of critical certification shortage areas, critical teacher supply areas, and ACP local and state initiatives.

• Increase communication opportunities with high school students, minority candidates, shortage area candidates, professionals, and paraprofessionals through partnerships with area colleges and universities, local Chambers of Commerce, College Educator Preparation Programs, CISD Education Foundation, and College Advisory Boards.

• Participate in ESC Region 4 Human Resources Services Assistance; sharing and support of HR information within region.

• Conduct minority roundtable discussions with administrators and teachers to improve minority recruitment and retention efforts.

• Ensure the CISD Recruitment Program is updated and includes revised and updated recruiting materials, a variety of advertising, and training for all recruiters.

• Continue review of compensation incentives to attract applicants from outside CISD, as well as from existing staff.

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• Coordinate, advertise, and host the annual CISD Teacher Job Fair to encourage employment in CISD.

Quality of the applicant:

• Provide a pre-screening interview process for bilingual teacher applicants to verify proficiency in both English and Spanish and to investigate the applicants' knowledge, skill level, and prior teaching experience.

• Coordinate and assist with applicant screening and participate on interview committees at all levels of professional hiring and recruitment.

• Offer recruitment video, which encourages minority and shortage area candidates to work for CISD.

• Utilize current technology to streamline Human Resources processes, such as use of iPads during applicant screening and Skype for interviews.

• Continually study the CISD's ability to provide an ethnically and racially diverse staff. Continue to develop a pool of minority applicants and shortage area applicants.

• Continue to develop pools of qualified candidates in specialized areas, such as school counselors and academic shortage areas, through attendance at professional Job Fairs and interview screening committees.

• Coordinate the recruitment, selection, hiring, and campus placement of District pool of bilingual teachers early in the spring semester to ensure quality, high performing bilingual teachers when positions open late in the hiring season.

• Continue to offer and expand the CISD "Grow Our Own" initiative for employees to increase the pool of applicants for bilingual professional positions and special education shortage areas.

• Utilize TASPA database for reports on graduate certification areas to assist in locating colleges and universities at which to recruit for minorities and critical shortage area candidates.

Quality of the education preparation program:

• Develop and maintain partnerships with area colleges and universities, College Educator Preparation Programs, and College Advisory Boards.

• Provide Alternate Certification Program (ACP) information through the CISD website, with links to the TEA approved list of ACP programs.

• Encourage student teacher placement within CISD, and provide opportunities for evaluation from mentors and supervisors.

Previous teaching experience:

• Ensure the appropriate certification and highly qualified requirements for all staff.

• Ensure all staff fulfill the appropriate certification and highly qualified requirements prior to employment.

• Require all administrators to speak with at least three professional references, with at least one, and preferably all three having been supervisors of the applicant, prior to recommending an applicant for hire in CISD.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 170902	Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

CISD believes in developing leaders and providing opportunities for growth among the staff. The Curriculum, Instruction, & Staff Development Department (C&I) have implemented the Building Leadership Capacity Training Series, which is a series of workshops for CISD professionals interested in developing leadership skills, which may be applied toward career advancement. The workshop training series is offered in two phases. Phase 1 is for individuals seeking Master's and/or Doctorate degrees, and Phase 2 is for individuals who have already earned a Master's and/or Doctorate degree. Participants learn about experience needed to obtain certain positions, interview and resume skills, instructional leadership, etc.

CISD offers a plethora of opportunities for classroom teachers' advancement. For example, at the campus level, teachers have opportunities to sponsor student clubs and organizations, serve on the campus Site Based Decision Making Committee, participate on interview committees to help select new staff members, attend the CISD Teacher Job Fair in the spring to assist their campus administrators in representing their campus, represent their campus and content area on a content area cadre, serve as team leader or department chair, serve as a content area instructional coach for the campus, assist with curriculum writing over the summer for their grade level or content area, mentor student teachers and/or novice teachers, administrative positions, such as assistant principal or counselor, and conduct staff development sessions at the campus and at the district level. Additionally, campus administrators are supportive of internship requirements of aspiring administrators and will invite them to assist and/or participate in the duties of a campus administrator.

At the district level, classroom teachers have opportunities to advance to content area district instructional coach, content area district coordinator, serve on the district level Site Based Decision Making Committee, serve on the district level Employee Benefits Committee, assist district administrators with the CISD Teacher Job Fair and/or the CISD Employee Health Fair, attend area colleges and university job fairs with district recruiters, and serve on interview committees for certain types of positions.

CISD prides itself on efforts made to develop leadership skills within our classroom teachers. In fact, CISD also provides staff development to paraprofessional, auxiliary, and substitute employees who want to advance their careers into the classroom, as well. CISD encourages employees to participate in leadership and advancement opportunities and openly invites classroom teachers to bring new ideas forward.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC Is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Click and type here to enter response.

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| Schedule #16—Responses to Statutory Requirements (cont.) ||
| County-district number or vendor ID: 170902 | Amendment # (for amendments only): |

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 170902	Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces In implementing the practices of their local educator excellence innovation plan without grant funds. **Response Is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The success of the CISD EEIP program is based on findIng the right fit for the Dean of Academics positlon. The CISD EEIP committee has documented the success of a program over and over based on selecting the right candidate to embrace the position and provide the ultimate support to the campus and student learning.

With any new position added to a pre-existing campus culture, CISD acknowledges that we will have to be intentional about determining the role and responsibility of the Dean of Academics. It is important that the needs identified are addressed through the newly added positions and all roles remain focused on addressing these needs. CISD plans to develop clear expectations for the campuses selected and the Deans of Academics. This fidelity will allow CISD to evaluate the impact of the CISD EEIP on student leaming.

Finally, CISD acknowledges the time and expertIse which will need to be available to provide support and training for the Deans of Academics. This position has the ability to target and Impact school improvement in real time and CISD is committed to provide the knowledge base needed for the training and supporting the implementatIon of the EEIP on each campus

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Schedule #17—Responses to TEA Program Requirements	
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TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

2014-2015 Year One

April 2014	June/July 2014	August 2014	August 2014 –May 2015	May 2015
Grant Awarded Positions Posted Recruit High Quality Staff	Staff Development Tier I Best Practices Mentor TOT Model	EEIP Positions Start (Dean of Academics & EEIP Secretary) Secure Needed Supplies & Materials Dean of Academics Train Mentors & Mentees	Support Tier I Best Practices Analyze Student & Teacher Learning Progress Provide Feedback to Teachers, Mentors, & Mentees	Evaulate Results Prioritize Needs Make Adjustments

2015-2016 Year Two

April 2015	June/July 2015	August 2015	August 2015 –May 2016	May 2016
Positions Posted Recruit High Quality Staff	Staff Development Tier I Best Practices Mentor Refresher	Implement Technology Tools to Increase Collaboration Dean of Academics Train Mentors & Mentees	Support Tier I Best Practices Analyze Student & Teacher Learning Progress Provide Feedback to Teachers, Mentors, & Mentees	Evaulate Results Prioritize Needs Make Adjustments

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 170902	Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD involved key staff from Administration and Curriculum, Instruction, and Staff Development in the planning process of CISD's EEIP. Technology, human resources, and grant compliance were also represented in the core planning team. Each campus was chosen to represent CISD In this process and campus administration had the option of participating in the EEIP process. During the planning process, many of the campus principals naturally involved other campus administrators such as an Assistant Principals. The campus buy in is critical to the success of the EEIP goals. Campus administrators had the opportunity to ask questions, learn about the EEIP goals and activities, and respond on behalf of their campus regarding interest in participating in the EEIP grant.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Campuses selected to participate in the EEIP are:

Campus	Grade Span	Total Students	Eco Dis
Collins Intermediate	5-6	611	15
Cox Intermediate	5-6	964	112
Grangerland Intermediate	5-6	1,015	348
Travis Intermediate	5-6	539	234
Knox Junior High	7-8	1,277	113
Moorhead Junior High	7-8	1,075	331
Peet Junior High	7-8	1,213	317
York Junior High	7-8	915	92
		7,609	1,562

These campuses are a good representation of the district and the EEIP Committee wanted to begin the EEIP with a targeted audience which could potentially be replicated throughout the district. The middle school level has a higher turnover rate and is more difficult to staff due to the unique student population and certification requirements. Each intermediate chosen is a feeder campus to a junior high selected so that we can evaluate the impact of the EEIP goals and activities historically.

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